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ABSTRACT

Speeches and small group working sessions were the major components of this sex equity seminar. Speeches given by Annika Thelin (Sweden) and Gaby Weiner (United Kingdom) presented an historical and analytical approach to equal opportunities, focusing on the often slow progress towards sex equality in the education of children in Sweden and the United Kingdom. Sigridur Jonsdottir (Iceland) and Carole Bennett (Ontario) showed what could be achieved at the practitioner level in relation to curriculum and classroom activities and textbook reform. Isabel Romao (Portugal) concentrated on the types of changes being made in a country newly concerned with gender equality. The 30 educators at the seminar formed three working groups whose main tasks were to devise an equal opportunity policy for a primary school somewhere in Europe. Each group was to attend sessions concerning: (1) the main issues in equal opportunity for girls; (2) school organization; (3) parents and community; (4) curriculum; (5) pupils and teachers; and (6) framing a whole school policy. Each of the groups presented the results of its discussions to the seminar. Appendices include: (1) a list of participants; (2) "Primary Education: Reference and Resource List"; (3) a report on the status of Portugese women; (4) double standards in classroom practices; (5) a report by the Ontario (Canada) Ministry of Education; and (6) examples of school policies on sex equality. (SM)

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Council of Europe Teachers' Seminar on "Equal opportunities for girls: the role of the primary school"

Donaueschingen, 22-27 June 1987

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Report

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Council for Cultural Co-operation

Strasbourg 1987

Strasbourg, 29 September 1987 DECS/EGT (87) 37

COUNCIL FOR CULTURAL CO-OPERATION

The CDCC's Teacher Bursaries Scheme

36th European Teachers' Seminar on

"Equal opportunites for girls: the role of the primary school"

Donaueschingen, Federal Republic of Germany

22-27 June 1987

Report by

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1. THE SEMINAR; ITS STRUCTURE, ORGANISATION AND PROGRAMME

On Monday 22 June 1987, about 30 teachers, education officers and teacher trainers came together in the Staatliche Akademie in Donaueschingen, Federal Republic of Germany, to attend the 36th Council of Europe Teachers' Seminar on "Equal opportunities for girls: the role of the primary school".

This seminar was the follow-up to the Council for Cultural Co-operation's (CDCC) work on education and equality of opportunity which was the subject of the 11th Conference of Ministers of Education in 1979. It was also a follow-up to the 18th European Teachers' Seminar on "Sex stereotypes in schools - the role and responsibility of the teacher" held in Donaueschingen in 1982, and related to the Council of Europe's 1986/87 project on "Innovation in primary education".

People came to the seminar from 14 different countries, and though there were a number of inspectors and teacher trainers, the majority of the participants were practising teachers. The working language of the seminar was English. The setting for the seminar was a spacious residential centre for the in-service training of teachers on the edge of the Black Forest, and the warm welcome and hospitality proferred by Herr Albert Pfaff, Director of the Donaueschingen Academy on the first day, was an early example of the abilities of Herr Pfaff and his staff to provide a caring and comfortable atmosphere. A welcome was also extended on the first day to the participants, on behalf of the Council of Europe, by Alison Cardwell who remained at the seminar for the rest of the week to provide help and administrative support when needed.

The seminar contained a number of strands of activity which continued throughout the week, some formal and others more informal. These comprised, firstly, a set of five talks given by invited speakers all of whom had been actively involved in equal opportunities work in their own countries. Interspersed between these plenaries were small group work sessions geared to policy making and changing practice within the primary school. In addition, there were a number of official outings organised by the Academy, and some social activities arranged by the seminar participants themselves. All these combined to make the seminar a multi-dimensional as well as international experience.

"One of the most important things in the course was that there were 14 nationalities together as one family having the same aim: the equality between sexes, really together in one circle, not leaving anyone outside" (Tellervo Huotari, from Finland).

People came to the seminar with different personal and professional requirements from the week's work, based on their own positions within the education system of their country, and their familiarity with the issues to be discussed. Some wanted help in their attempts to integrate equal opportunities into their classroom teaching; others needed to know about the progress made in other countries, as a means of legitimising demands for change in their own countries; yet others wanted useful practical ideas to take back to colleagues or, at a more general level, to find a solution to existing sex-inequalities in schools. As a consequence, the debates that took place at the seminar were generated as much by the interests of the participants themselves as by the themes of the plenary talks.

2. THE PLENARY SESSIONS; TALKS AND DISCUSSIONS

The five talks, from specially invited speakers, fell into three different categories, according to the different emphases and orientations of the speakers. Those given by Anneka Thelin (Sweden) and Gaby Weiner (United Kingdom) took a historical and analytical approach to equal opportunities focusing on the often slow progress towards sex equality in the education of children in Sweden and the United Kingdom. Isabel Romao from Portugal, on the other hand, concentrated on the kinds of changes being made in a country newly concerned with sex equality. In contrast, Sigridur Jonsdottir from Iceland and Carole Bennett from Ontario in Canada, showed what could be achieved (with government or local backing) at practitioner level in relation to curriculum and classroom activities and text book reform.

2.1 Introduction: perspectives on equal opportunities in the United Kingdom by Gaby Weiner

Gaby Weiner focussed, in this presentation, on developments in the United Kingdom as an example of how ideas on gender and education in the United Kingdom have developed in the last decade. She took as her starting point the passing of the Sex Discrimination Act (1975) which illegalised sex discrimination in education (as well as other areas such as employment, training, and services).

She identified four main stages in the development of policy on equal opportunities in education, particularly concentrating on primary schooling:

- is there a problem?
- how to promote change?
- explaining differences in approach;
- new developments in policy and practice.

2.1.1 Is there a problem?

In the mid 1970s, she reported, feminists and others concerned with promoting equality between the sexes in education, concentrated on persuading local and central government, and their colleagues that sex differentiation in schooling was an important issue that merited attention. At primary level, for example, they gathered evidence in the form of statistics and observations to show that primary schooling was sharply sex differentiated. The patterns they revealed showed that:

i. there were inequalities in staffing patterns. Although over 80% of primary teachers were women, the headteacher and teacher responsible for science and mathematics were usually men. The caretaker was invariably male and the cleaners, secretaries and helpers, female;

ii. textbooks and reading schemes portrayed stereotyped views of family life - white, middle class and having clearly defined sex divided roles. The language used in them was also frequently sexist (and racist);

iii. where school uniform was required, girls were expected to wear skirts and boys, trousers;

iv. teachers tended to give boys more attention and find them more stimulating than girls, yet praise girls for neatness and good behaviour;

v. whilst most primary school children attended mixed sex schools, girls and boys were likely to be separated for craft subjects and sport activities. They were also often separated for other occasions, eg at registration, when lining up for tasks within the school such as clearing up (girls), moving equipment (boys);

vi. as children progressed through the primary school, their "free choice" activities became increasingly sex stereotyped.

2.1.2 How to promote change?

Having established that there were clear patterns of sex difference in the behaviour of pupils, in their treatment by teachers, in the language and content of texts and resources, and in the staffing policies of education authorities, strategies for change were then drawn up. These included the establishment of school working parties to develop equal opportunities policies, the raising of awareness of equality issues at staff, parents' and governors' meetings, the appointment of staff specifically responsible for equal opportunities within the school, the revision of school texts and the creation of non-sexist resources and materials.

In addition for primary schools, it was suggested that teachers might:

i. encourage pupils to sit and work in MIXED groups;

ii. share out tasks so that girls are encouraged to do more strenuous and active tasks, and boys asked to, for example, clear up;

iii. try and consciously give more TIME to the quiet, less demanding children, usually girls (though not always); and also give extra help and guidance to children who lack confidence when trying out new activities;

iv. choose and adapt stories to redress the sex bias in children's adventure stories and folk tales;

v. when making work-cards, use non-sexist language, eg police officer instead of policeman, and provide plenty of positive images of women;

vi. not assume that everyone lives in a nuclear family - it is not true;

vii. invite adults into the school with non-stereotyped jobs, eg male nurses, female mechanics or plumbers.

2.1.3 Explaining differences in approach

Ms Weiner showed that, by the early 1980s, there was clearly a great deal of interest and effort going into equal opportunities in education, at least in some education authorities. Yet differences in strategy and approach were beginning to appear; between those who were trying to reform the existing educational system so that girls would benefit more, and those who could conceive of nothing less than a radical restructuring of the schooling system.

The first group, the "egalitarians" focused on persuading more girls to go into science and technology, reviewing aspects of school organisation, changing the language of school books, devising non-sexist courses and materials aimed at changing the attitudes of pupils, organising "awareness raising" sessions for teachers, and so on. The second group, the "radicals" focused on changing the curriculum to make it more "girl/woman" centred, considering the inter-relationship between class, race and gender in achieving equal educational opportunities, noting the importance of sexuality (and sexual harassment) in the schooling experiences of girls, and providing the physical and intellectual space for girls to develop to their full potential.

Whilst both groups, in reality, worked together to promote changes in schools, their differences in perspective led to a greater interest in theoretical explanations about gender inequalities in education, and in society. Moreover, as change had proved slow at school level, explanations were sought for this too. This new interest in theory was then used to devise new and more effective strategies for educational change.

2.1.4 New developments in policy and practice

By 1986/87, strategies for change emerged that were decidedly different from the first initiatives, yet incorporated many of the earlier ideas. Attention now focused on developing whole school policies that tackled sexism and racism of teachers as well as pupils. This was likely to include changing school organisation, for instance, reducing boys' domination of the playground, developing a "no fights" policy, organising her-story assemblies, and promoting football for girls as well as boys.

New ways were developed of involving parents in equal opportunities work, and collaborating with the local community. New methods of classroom management encouraged co-operation and enthusiasm among pupils, rather than competition and inevitably, failure for some. School subjects were revised to make them more accessible and interesting to girls and black pupils, and sanctions were applied to publishers who were slow in eradicating bias from their educational materials.

Gaby Weiner ended her talk by reporting that many teachers and educators in the United Kingdom are still comparatively new to ideas about sexual equality and justice. However, the work already undertaken has ensured that few in education can now claim that equality of opportunity is not an important educational issue that needs to be addressed with due concern and vigour.

2.2 Equality between girls and boys: a Nordic perspective by Sigridur Jonsdottir (Iceland)

In her capacity as officer responsible for lower primary education in Iceland, and also responsible for pre-service and in-service training, Sigridur Jonsdottir focused much of her talk on the development of educational materials, and working with children in the classroom. This was a topic which generated a great deal of interest, particularly when she illustrated her talk with examples and slides of materials she had devised which were currently being used in Icelandic primary schools.

2.2.1 General present situation

She began her presentation by reporting on research findings which had led to concern in Iceland being expressed about educational inequalities. These included:

i. children's ideas on sex roles at an early age arising from school, home, friends, media etc;

ii. underlying concepts in the upbringing and education of girls and boys, their different experiences and expectations;

iii. sex role stereotypes in society;

iv. sex differentiation in school, ie in respect of children's self concepts, teacher-pupil interaction, classroom discussion, teacher attention, learning activities, environment and ethos, school organisation etc;

2.2.2 What can be done?

Having established the rationals for work on equal opportunities, Ms Jonsdottir then focused on the kinds of activities that had been employed to promote awareness of the issues for all concerned in the education of children. She considered the progression from self awareness to self identity, on the part of teachers at least, as an essential precondition to the implementation of equal opportunities, by means of:

i. self evaluation courses for teachers;

ii. school workshops for the whole staff;

iii. analysis and revision of teaching materials;

iv. development of teaching materials on sex equality;

v. development of information and discussion materials for teachers, parents, and people working in the media;

vi. discussion on sex equality as part of all teachers' courses and workshops.

This part of the presentation was illustrated by examples of worksheets and slides from the pack "Girls and boys, equal individuals" devised for primary school children. Ms Jonsdottir showed not only the kinds of material being developed in Iceland, but the way they were being used in the classroom and the quality of children's work arising from them.

2.2.3 Nordic conferences on sex equality

Ms Jonsdottir ended her talk by reporting on two Nordic conferences, the first held in Copenhagen in 1984, and the second to be held in Copenhagen in September 1987, where the five Nordic countries (Iceland, Denmark, Norway, Sweden and Finland) were attempting to develop equal opportunities policies for the whole of the region. She suggested that, though there was still considerable resistance, by some, to ideas about sex equality in education, and it was still to be recognised by many, as a mainstream educational issue, the progress already made in the area of equal opportunities in Iceland and in the other Nordic countries were clearly having an important impact on the educational experiences of girls and boys.

2.3 The training of primary school teachers with special reference to equality and the present situation with regard to equality in Portugal by Isabel Romao

As an introduction to the project on equal opportunities which formed the main part of her talk, Isabel Romao began by setting out the current situation in Portugal relating to equal opportunities. She showed that; in terms of legislation, Portugal has reached a situation that allows for equality of treatment for men and women in almost all areas of social life. There are few signs of open discrimination in the school system as schools are mixed, and programmes, curricula and school norms are the same for girls and boys at all levels. However as soon as there is an element of pupil choice (in the 10th grade), girls and boys tend to choose according to traditional female and male subject preferences.

Therefore, while it can be argued that Portuguese education has undergone deep changes in recent years, which have benefited girls in terms of widening access to schools and courses, Ms Romao showed that traditional influences are still evident, particularly in low representation of girls in technical subjects. Moreover, although there are more women than men teachers overall in the school system (77%), their numbers decrease proportionally at higher educational levels (92.3% at primary level compared to 23% at high school), and posts of responsibility are more likely to be filled by men.

2.3.1 Changing teachers' and students' attitudes

In 1979, the Portuguese Commission on the Status of Women, in conjunction with the Department of Education, set up an information and education project aimed at developing attitudes of equality between the sexes. The project was called "Changing teachers' and students' attitudes to sex roles". Briefly, its objectives were to:

a. provide teachers and teacher trainers with information that would enable them to reflect on the causes and consequences of traditional sex roles and stereotypes;

b. encourage awareness among teachers and teacher trainers about their influences on pupil perceptions, in their own daily behaviour and use of language;

c. provide strategies so that teachers are able to identify and challenge sexist situations in the classroom;

d. enable teachers to develop pedagogical approaches which

- help girls and boys respect one another;
- develop a critical pupil awareness of concepts such as fairness and justice;
- enable pupils to offer their own points of view and develop their own capacities for expressing emotion;
- introduce pupils to women and men engaged in a wide range of tasks related to jobs, family life and society at large;
- give pupils a more realistic and many sided picture of the world in which they are living.

The project was divided into three stages. The first "pilot" stage was carried out in five primary schools, and was concerned with developing methods of providing information and raising awareness among primary teachers, and also with identifying pedagogical practices which promoted equality in the classroom.

The second stage consisted of organising a series of workshops which took place in 14 (out of a possible 24) kindergarten and primary teachers' training colleges. Following from these workshops:

i. groups were formed in the colleges, made up of teachers and students, who then worked on action programmes aimed at the integration of non-sexist education into school practice;

ii. printed, visual and audio visual material was produced for a number of purposes - for information, consciousness raising, teaching and evaluation.

The third stage of the project focused on extending the work to other levels of education by means of an agreement protocol between the Department of Education and the Commission on the Status of Women. Particular emphasis was laid on integration of the work at curriculum level in all sectors of education, and in initial and in-service training (particularly in the training of technical educators); and involvement was sought with those working on curriculum issues, whether at central or local offices. To facilitate this, the project team developed two-day teacher trainer modules focusing on eradicating bias in school books, encouraging teachers to reflect on their own attitudes and classroom practice, and developing non-sexist teaching strategies.

The extension of the project work led to a wide variety of initiatives being undertaken at all levels of schooling and to collaboration with the teacher unions. It also led to the distribution, by the Department of Education, of 2,000 copies of the Portuguese version of the European Community "Guide for action: how to achieve equality between girls and boys in school" to all primary and secondary schools, teacher training colleges, regional delegations of the Department of Education and the 86 pedagogical support centres.

Isabel Romao ended her presentation by reporting that, although the process of changing attitudes towards sex roles in Portugal had been slow, there had been considerable interest and commitment displayed by the teachers to equality issues. Additionally, the progress made by international bodies such as the Council of Europe, the United Nations and the European Community in, for instance, approving resolutions and recommendations and promoting conferences and meetings such as this, could only provide encouragement and recognition to those concerned with the implementation of a non-sexist pedagogy.

2.4 Equal opportunities in Sweden: past, present and future by Dr. Annika Andrae Thelin

Dr. Thelin opened her presentation by stating that a description of the current work of the National Board of Education in Sweden in the field of equal opportunities would not make sense without reference to the historical background; as a means of understanding the present situation and to provide a context for political and practical suggestions for change for the future. What do we want the future to look like? In what ways can politicians, planners, researchers, administrators and teachers stimulate change?

The talk was divided into four parts:

- women and men in today's Swedish society;
- laws which have stimulated equal opportunities between women and men in society;
- school reforms and curriculum revisions relating to equal opportunities in school and in post compulsory education;
- policy and practice - some centrally initiated projects and some relevant research.

2.4.1 Women and men in today's Swedish society

Dr. Thelin provided a considerable amount of background information on Swedish society which is summarised below:

a. During the last 15 years, the percentage of women in the labour force has increased (from 65% in 1970 to 88% in 1984), though the corresponding percentage for men has remained static (95%). Employment is highest in the age group 25-54 years and lowest in the 16-19 age group. Unemployment overall is currently low; about 3%.

b. Women are more likely than men to work part time. Women earn less than men when employed full time but earnings are much the same for part timers, whether women or men.

c. Women and men are very traditional in their choice of employment. Most women work in the public sector and in the services industries while men dominate the construction industry.

d. These traditional patterns are reflected in the choice of courses and careers of school leavers. However 95% of all women and men in Sweden today complete upper secondary education.

e. Women and men use their time very differently. Women of all age groups spend more time than men in paid work, studies and housework. Marriage and child care appear to change the lives of young women dramatically. Almost 50% of children under 10 are cared for by their parents or guardians at home, and 36% of under six year olds are cared for in municipal day centres. Demand for daytime child care facilities exceeds supply.

f. Children perform traditional gender specific tasks in the home eg girls are more likely to cook, wash up and clean; boys garden and run errands.

g. Few women hold senior positions in industry or in the public sector, though more have been represented in middle level politics and in the trade unions in recent years. A higher proportion of women vote compared to men.

h. Staffing patterns in schools reflect national patterns. There are proportionately more women teachers at the lower levels of education and fewer at secondary levels. Women are likely to receive lower salaries often for working longer hours.

2.4.2 Laws which have stimulated equal opportunities for women and men

Dr. Thelin reported that, in 1980, the Swedish parliament passed an act prohibiting discrimination on the grounds of sex in the labour market. Before this act, progress had been very slow. The following events were notable for women. Women were first allowed to enter lower grade teaching jobs in 1859, to take university degrees (apart from law and theology) in 1873, and to enter state grammar schools in 1927. Political rights were awarded to single women in 1874 and to married women over the age of 21 in 1921. Equal rights were accorded under the national pension scheme in 1935 and two years later, maternity benefits were introduced.

In family matters, both parents could become legal guardians of their children (if born in wedlock) in 1950, either parent could claim paid leave of absence after birth of a child in 1974, and a new abortion law was passed in 1975 giving women freedom of choice until the 18th week of pregnancy. In 1982 a ban was placed on the display of pornographical material in public places and a year later all occupational categories were opened to women including the armed forces. In 1969, equal opportunities for girls and boys was stressed in the curriculum of the compulsory comprehensive school.

2.4.3 School reforms and curriculum revisions

Dr. Thelin argued, in this section of her talk, that education has two principal social roles; to preserve and to change society. Swedish school reform was premised on the assumption that education is one of the most important instruments in making society more equitable and democratic. Until the reform period started in the 1950s, however, Sweden had a very sex segregated education system.

In 1950, a bill establishing the nine year comprehensive school was passed - one school and the same education for every child were the guiding principles. The curriculum was centrally issued by parliament and valid for all schools in Sweden. In 1962 a new curriculum was introduced.

2.4.4 Policy and practice - centrally initiated projects and relevant research

In 1978, the equal opportunities programme was published. It summarised the principles of equal opportunities as:

> "Equal opportunities have reference to teaching, school structure, teaching staff and school authorities as well as society. Every girl and boy should have the opportunity to engage in non-traditional activities and work, take part in debate and criticise the existing situation. She and he should be given relevant orientation and knowledge ..."

In the work of the programme, there was practical guidance for pupils, teachers, parents, headteachers and people outside the school. Emphasis was placed on guidance and counselling, and persuading girls to enter technical occupations (through teacher in-service and the development of technical materials and courses). Other more recent projects have focused on single sex grouping, computing courses for girls, classroom interaction, language use in the school, sex differences in maturation etc.

However, Dr. Thelin also questioned some of the assumptions underlying these projects. Why is it so important to direct more girls into technical education, for instance? How do boys and girls look at their lives in the longer term? How does school organisation and content meet their needs? Why should a male standard or criterion be used in school as well as society? Research on life-patterns and contextual structures could increase knowledge about women and education, and give planners an alternative basis for their recommendations.

In short, important though earlier equal opportunities initiatives and research have been, the interests of girls should be as important for educational planners as those of young boys. According to Dr. Thelin girls' vocational and life choices should be respected and not dismissed as complicating or slowing down the system. Girls and women should be equal on their own terms and according to their own needs, rather than conform to those set by boys and men.

2.5 Sex equity in the Ontario school curriculum with specific reference to the learning materials and resources developed for the primary/junior grades by Carole Bennett

Carole Bennett began her presentation surrounded by, what seemed to seminar participants to be, huge piles of packages and resource materials. It soon became clear that Ms Bennett had brought with her from Ontario enough copies of the curriculum policies and resource documents mentioned in her talk for all the participants to have their own set of materials.

Ms Bennett began by describing the commitment of the Ontario Government to "the establishment of learning environments in Ontario schools that will encourage each student to develop the knowledge,skills and attitudes necessary for a self-fulfilling and independent life style". Her talk was divided into two parts:

i. a brief overview of the growth of the curriculum sex equity policy in Ontario, and

ii. a review of the curriculum resources, strategies and initiatives developed to support the establishment of "bias-free" learning environments.

2.5.1 The Ontario system

There are 161 publicly supported school boards in Ontario, responsible for 3,723 elementary schools and 764 secondary schools. Over one million elementary pupils and over 600,000 secondary students attend these schools. Ontario's system of education is centralised - the Ministry of Education establishes curriculum policy for the schools which are set out in publications called circulars, curriculum guidelines and primary/junior programme policy documents. Together, they define a common framework for curriculum and diploma requirements across the province.

School boards, teachers' federations, professional organisations, the Ministry of Education and other government agencies all actively participate and support local educators in their development of courses of study, activity based course units, and methods of delivery.

2.5.2 Development of sex equity policy

In 1975, the Curriculum Circular P1J1 formally introduced the issue of sex equity to the schools of Ontario. The statement, although brief, emphasised the commitment of the Ontario Government to an education system that could provide "each child (with) the opportunity to develop abilities and aspirations without the limitations imposed by sex role stereotypes".

This statement was expanded in 1978 in a secondary school policy circular (HS1) that outlined the curriculum requirements for grades 9-13. A student's right of access to any educational programme in an Ontario school and the avoidance of sex role stereotyping in all classrooms were established. In 1984, a further secondary school circular (OSIS) replacing the earlier version, argued for a philosophy of sex equity that permeated all aspects of the school's curriculum policies, teaching methods and materials, as well as interactions with students, parents and the community. It also stressed the importance of a curriculum that accurately reflects the experiences and contributions of women in society:

"A balanced representation of the achievements of women in both the curriculum and in learning materials provides female role models and helps students recognise that the combination of being female and accomplished in non-traditional occupational areas is possible. Without this recognition, unnecessary and inequitable limitations are placed on the development of the individual potential of female students".

Other documents were more subject specific. For instance, the revised science curriculum guideline for grades 7-12 outlines the importance of role models for young women, and the need for teachers to analyse their own possibly stereotyped attitudes and expectations in science. A similar document on primary science emphasises the full participation of both boys and girls in science activities and the importance of developing suitable pedagogical styles.

Despite all this activity, Ms Bennett pointed out that, however great the commitment of central government, the translation of curriculum policy into effective practice remains dependent on the conscious commitment of teachers and school administrators to change old and frequently entrenched attitudes, routines and systems.

2.5.3 Current directions in Ontario

The development of sex equity resources has closely paralleled the expansion of sex equity curriculum policies. As an illustration of this, Ms Bennett focused on two documents in particular; a 24 page action plan for the teaching of science from kindergarten to the 6th grade, produced by the Ministry of Education in 1986, and "Ages 9 through 12", designed to support primary/junior priorities on sex equity in all subject areas. Both documents have had excellent receptions in the schools and teachers have made use of the lessons and suggested activities.

There have been other affirmative action/equal opportunity programmes within local school boards. These have included:

i. an affirmative action/employment equity incentive fund, established by the Ministry of Education, to provide school boards with financial assistance to hire, for instance, an affirmative action co-ordinator;

ii. encouragement of affirmative action programmes to redistribute sex imbalances in school staffing patterns.

Carole Bennett ended her talk by showing that, in attempting to establish "bias free learning environments" in Ontario schools, educators were moving away from focusing on the avoidance of sex stereotypes to the provision of equitable learning experiences for all students. Sex equity cannot, she argued, be primarily a women's issue. It is an educational issue, the responsibility of all educators.

3. SMALL GROUP SESSIONS

Another important component of the seminar was the small working group sessions. There were six in all, and designed to offer possibilities for discussion on the practical implications of equal opportunities policies at

school level. Members of each working group were asked to act as though they were on the teaching staff of a small primary school somewhere in Europe. Their task for the week was to produce a written school policy on equal opportunities. They were asked to discuss specific aspects of the policy at each group session, and a chair and a rapporteur were appointed for each group. The session topics were:

Session 1 - Introduction to members of the group noting the main issues concerning equal opportunities in education

Session 2 - School organisation; formal and informal

Session 3 - Parents and the community

Session 4 - The curriculum

Session 5 - The pupils and the teachers

Session 6 - Framing a whole school policy

For those people who found some of the plenaries difficult to follow, the small group sessions proved a welcome addition to the seminar programme. In these sessions, they were able to take a more active part in the discussion, "thrash out" ideas in greater depth and focus on school issues of immediate concern to themselves. They were also able to hear about other education systems and policies on equal opportunities of countries other than their own, something that was valued a great deal.

4. OFFICIAL OUTINGS AND SOCIAL ACTIVITIES

Despite the fairly dense seminar programme, a number of outings and activities were laid on by the Akademie (and were well attended). On the first evening, there was a reception which enabled seminar participants to introduce themselves to each other in a relaxed atmosphere. Mid week there was a guided tour of the paintings and historical treasures contained in the Furstenberg Collection. Finally, on the last afternoon of the week, after all the work and workshop reports had been completed, a trip through the Black Forest was arranged, ending in a visit to an inn to eat Black Forest gateau. The scenery, despite the rain (and evidence of acid rain) was quite breathtaking. In addition to the "official" activities, there were informal gatherings at local hostelries each evening, where the singing (and even the dancing) of each of the nationalities represented, proved to be among the high points of the week.

5. REPORTS OF THE WORKING GROUPS

5.1 Working Group I

Rapporteur: Ms Lila BLOUNT

Chairperson: Ms Lilly STAAL

Session 1 - Main issues concerning equal opportunities

After in-depth discussion the following points were identified by the group:

1. The need for clear explanation and justification of equal opportunity philosophy in order to persuade people to change their attitudes.

2. The need for a school ethos which takes account of equal opportunities in relation to areas such as tolerance and respectful attitudes between boys and girls and encouragement of co-operative working between boys and girls.

Session 2 - School organisation: formal/informal

The need to make all curriculum subjects available to boys and girls.

The need to follow principles of equality when allocating tasks to staff and to pupils in formal and informal situations.

The need to ensure that the rules of behaviour in the school are the same for both sexes.

The need for teacher expectation of achievement to be appropriate to the individual pupil.

The need to choose text books using criteria which include the absence of sex stereotyping.

Session 3 - Parents and the community

1. The need to make contact with parents, eg through the media, pupils, parent/teacher meetings, parent councils, in order to inform them of the likely effect on the aims of the school, of an equal opportunities policy.

It could be valuable to involve a representative of the local authority to add some official status to the proposals.

2. The need to use parents and people in the community to share in the educational programme of the pupils through their involvement in project work etc.

Session 4 - The curriculum

The need to continually review curriculum content to take account of equal opportunities perspectives.

The need to choose resources with sensitivity in relation to possible stereotyping and the need for such materials to be equally accessible to all pupils.

Session 5 - The pupils and the teacher

The need for equal attention to be given to each individual child.

The need for a uniform style of interaction with all individuals.

The need to encourage a co-operative style of working between the pupils in the class.

The need for integration of boys and girls in classroom groups, registers, playground lines, cloakrooms etc.

The need for teachers to emphasise that all jobs/professions are accountable to all individuals.

Session 6 - Framing a whole school policy

A whole school policy should incorporate the following characteristics:

- it should be straightforward, rational and simple;
- it should facilitate, encourage and nurture a willingness to examine one's own attitudes and practices;
- it should involve an analysis of teaching methods and resource materials;
- it should use both evidence and experience to identify and explore issues associated with equal opportunities - making changes as necessary.

5.2 Working Group II

Rapporteur: Ms Doris DICK

Chairperson: Ms Rixa BORNS

The task set before the group was that they should adopt the identity of the staff of a primary school somewhere in Europe and develop a whole school policy on equal opportunities for their school.

Some members of the school "staff" were uncertain about the main issues to be considered in formulating an equal opportunity policy. It was agreed that a guest speaker with expertise in this area should be invited to speak to the "staff", to raise both their awareness of the issues and their collective morale as they began their discussions on policy.

Important points relevant to the formation of a policy were then discussed and agreement was reached on the following:

1. Registration: in this school the register will be organised alphabetically, without segregation by gender.
2. All subjects will be available to all pupils and will be studied in mixed groups. One exception might be the provision of remedial education to small single sex groups where only one sex requires the resources at a certain level.
3. In classrooms, seating should be arranged in mixed sex groups from the very first grade. It is recognised that certain ethnic groups whose cultures decree that the sexes should not mix should be given special consideration. Special arrangements should be made in these instances.
4. Football is only allowed on the football field. Playground equipment should be provided and should be non gender specific. Time allocations for the use of such equipment shall be made to each grade.

5. Children should not be segregated by gender to move around the school or to participate in any school activities.

The "staff" agreed that contact with parents to inform and discuss with them the school's equal education policy is of great importance. Some strategies proposed for the introduction and development of parent-teacher discussion included:

1. Organise an introductory meeting, with a guest speaker or video presentation for parents of a few classes at a time. The large group can split into smaller groups for discussion.

2. Introduce the topic at informal meetings of parents and teachers, either in a relaxed setting within the school or a social setting outside school.

3. Organise parent-teacher associations and raise equal opportunities at their meetings.

4. Identify topics of interest to parents, hold meetings with parents on these topics and introduce gender equality within this context.

5. Invite parents and adults in the community who work in atypical unstereotyped occupations into the classes to speak to the children.

6. Contact local officials to inform them of school policy and to seek their support.

The "staff" considered Norway's M-87 curriculum statement that "In all ways and at all levels there should be equality", and agreed that this was a good basis for curricular policy.

The staff expressed concern that:

1. Textbooks in all subjects should show equality. New textbooks being bought should present balanced images of the sexes. Textbooks in the natural sciences should have more examples from the children's daily life experiences. Publishers should be informed of this need.

2. A group should be set up to monitor textbook content. Covert as well as overt examples of stereotyping should be eliminated.

3. Individuality should be promoted in textbooks and literature in order to provide balance.

4. All areas of the curriculum are available to all pupils, with an emphasis on the sharing of skills.

5. When stereotyped material is used, the images should be discussed and employed to promote discussion of equal opportunities.

6. Teacher-made material can and should avoid stereotyping.

7. There should be elements in the curriculum reflecting women's lives, experiences and history.

8. Computer software should be examined to ensure that it is not gender-biased.

Teachers in this school must behave equitably towards all children. As it is difficult to monitor one's own behaviour, some evaluation techniques were proposed:

1. Self-assessment by means of tape or video recording.

2. Mutual observation and evaluation of classroom interaction between colleagues.

Discussion between colleagues on the question of teacher behaviour was seen as being necessary.

It was agreed that this school should develop a concept of good behaviour with accepted standards of behaviour for all children. This should be developed with the co-operation of staff, teachers and pupils and the expected standards established very early and in a very positive way with all children.

The criteria for performance evaluation must be the same for all children in any subject in this school.

The group greatly enjoyed the experience of this form of debate and felt that agreement was reached in a very positive way. As a "staff" they are sure that far more debate would be necessary to refine and establish a whole school policy, and to monitor its implementation.

5.3 Working Group III

Rapporteur: Dr. Tudor Powell JONES

Chairperson: Ms Cécile BRENNAN-SARDOU

Session 1

The group is a nice balance of educationists and countries - a sociologist, three teacher-trainers, two primary school teachers, a secondary school teacher, a school inspector, and a Ministry official. After members of the group had introduced themselves, a Chairperson was elected and discussion began. It was generally agreed that the problem of inequality of the sexes in primary school education was due to the expectancy children had of their role and that the self-fulfilling prophecy was very strong in individuals.

The group felt that the process started in the expectancy of parents even before children were born. When very young and highly impressionable, children experienced powerful images - dress, toys, games and later, before school, television and comics.

The primary school's task was seen as a difficult one in combating negative images. The school is a social device established by society to perpetuate itself and therefore concerned itself with learning the present system rather than in questioning that system. The group felt that very young children did not have the experience or capacity to question the system and therefore it was up to the teachers to enable them to do this.

All members of the group agreed that there was a regrettable gap between stated intention and actual practice in their countries.

Session 2 - School organisation

The group decided to tackle this problem by trying to decide what constituted an ideal primary school. There had to be a realisation that boys and girls are inherently different and learn in different ways.

The school would have:

a. 15-20 pupils per class;

b. an atmosphere conducive to equality of the sexes;

c. the physical structure of the building would reduce sexual aggression. In the play areas, for example, there would be quiet enclosed areas for both boys and girls who did not wish to participate in physically active playground games and the aggressive nature of the playground;

d. there would be some occasions when positive discrimination in staffing would be acceptable;

e. the question of rotating headteachers was discussed fully and there was strong support both for and against this system.

Session 3 - Parents and the community

The group felt that there should be a positive approach to securing parental co-operation with regard to sexual equality. It should not be assumed that there would be a negative approach by all parents. The group agreed that indirect influence (eg educative school walls) were as important as direct teaching in this respect. An attempt was made to list suggestions of parental co-operation.

a. Regular parents' evenings

1. Parents should be encouraged to have regular contact with the school and not just at times of trouble.

2. The onus was on the school to take the first step in parental co-operation.

3. Pupils would write personal invitations to their parents to visit the school in order to meet the teachers. Teachers would also send hand-written invitations to parents.

4. In order to bring parents to school, the starting point would be inviting groups of parents on a specific topic. Once in school there would be opportunities to enlighten them indirectly on sex inequalities.

5. A school booklet could be written and copies distributed to parents as soon as their children entered school. The booklet should contain the aims of the school, which included sexual equality, and should be the subject of discussion.

6. The headteacher, in arranging parents' evenings should ensure that the date was suitable for most parents (eg avoid popular TV programmes).

7. It would be profitable sometimes to have "Father only" nights, and sometimes "Mother only" nights, especially with regard to immigrant problems. It was emphasised that the sex roles of immigrants was often different to that of the countries in which they had settled. This problem needs considerable and expert attention.

8. Good filmstrips, films and posters were available for use in parents' evenings. Experts outside school could be invited.

b. Involving parents in teaching certain subjects

1. Co-operation for this could be sought at the beginning of the academic year with each new intake.

2. They could be particularly effective in curriculum areas which crossed traditional sex roles.

Whatever method of parental co-operation was applied, it was important to see sexual inequality as a social problem.

Sessions 4 and 5 - The curriculum

After a general discussion it was decided to concentrate on some subjects only.

Ethics (and religious education where applicable). Sexual equality should be a stated part of the course. Teachers must be sensitive in their approach especially in this curriculum area.

Mathematics Concern was expressed about mathematical text books which tended to promote the subject as "typical dualistic male knowledge". Mathematical problems should be devised for which there is more than one correct answer. Problems for mathematical calculation should appeal to both sexes.

Language Again language text books were criticised as encouraging stereotyped sex roles from an early age. So many text books have "mannerisms". Pupils should be encouraged to discuss and criticise how books and dictionaries describe sex roles. The structure of many languages (eg Spanish) are masculine oriented and this causes many problems in promoting sexual equality.

Physical education As far as possible, both boys and girls should be involved together in physical training/games and sports. There could be some occasions when the sexes could be separated for games but this would be mainly confined to leisure time activities. Remarks made by the group about the structure of the playground in a previous report also apply here.

Living together The group agreed that this would be a very good curriculum area in the primary school. Among the topics taught would be conflict, aggression and sex education. The latter should start early and help to explain problems openly, eg menstruation and pre-menstrual tension. Another aspect of living together should be a critical approach to sex-stereotyping in advertising.

Science In this subject both sexes should be treated equally. The discovery method was best and pupils should not be told the results of experiments which they could find out for themselves. There should be a high degree of interaction so that boys would not dominate the experiments and use of apparatus. An attempt should be made to increase the intuition of boys and the practical ability of girls.

History and social sciences Attention was drawn to the importance of "new history" in a primary school curriculum, ie how women have lived in history, how they live now, and the history of the women's movement.

Economics A brief summary of a primary school course in economics would consist of (i) agriculture, (ii) industry and (iii) services. The importance of housework should be included as part of production.

No mention of a primary school is complete without reference to The Hidden Curriculum, ie everything that takes place in the school other than the teaching of subjects. Teachers should be vigilant with regard to attitudes, posters, criticism, school tradition, school assemblies and hidden messages which add to the problems of sexual inequality.

ADDENDUM

1. The achievement of sex equity through education is also a political issue. Governments must be made aware of its importance: the Council of Europe by addressing recommendations to each government will be helping in legitimising work on sex equity, and underlining its importance for social life as one of the bases of democracy.

Therefore, much attention should be given to the subject itself and the experiences that have already been achieved in our countries. The 36th European Teachers' Seminar proved to every one of us that the number of people who recognise the necessity of positive action in this domain is increasing. Thus, we suggest that the Council of Europe should devote a special year to promoting Sex equity in education (maybe joining the specific year on that subject with the Nordic Council).

2. The increasing instability in society and in the family in most countries of today requires changes in the role of teachers so that the care and welfare of children become as important concerns in schools as traditional teaching.

Institutions dealing with in-service and teacher training should revise their curricula in order to meet these demands and should be given adequate means to implement them.

6. CONCLUSIONS OF THE DIRECTOR/GENERAL RAPPORTEUR

The three working groups took slightly different approaches to the task laid out before them - to devise an equal opportunity policy for a primary school somewhere in Europe. Group I, at least in the earlier sessions, worked at a rather more general level than Group II which stuck closely to the "role-play" brief of the exercise. Group III, on the other hand, adopted a combination of the two. This report will summarise the points raised in each group session, and attempt to draw out the similarities and differences between the groups.

Session I: Discussion of the main issues underlying equal educational opportunities led the groups in different directions. One of the groups (III) looked to the origins of sex inequalities in education and identified the expectancy of parents and the gap between rhetoric and school practice as of the greatest importance. Group I, alternatively, focused on how the school could be encouraged to promote change. This it suggested could be achieved through providing parents and teachers with convincing explanations for and a justification of equal educational policy in order to change the ethos and the methods of working in the school. Keeping strictly to its adopted role play, Group II skillfully bypassed this exercise by suggesting that a guest speaker be brought in to inform "the staff" of the most important issues.

Session II: School organisation

Once again there were differences in approach to school-policy making in this session. Two of the groups (I and III) made rather general points on school organisation, for instance those of promoting equality: of access to school subjects, to tasks within the school, to rules of behaviour, to playground space and to school atmosphere. Group II, on the other hand, discussed the issues raised in the session as though they were likely to be implemented practically - so it focused on mixed registration, style of teaching groups, classroom seating and the organisation of playground activities.

Group III also considered longer-term aims - for instance, the value of smaller class numbers, developing positive discrimination strategies in staffing and equalising hierarchical structures by adopting a rotating head system.

Session 3: Parents and the community

There was more agreement on a suitable policy strategy on equal opportunities in this session. Each group emphasised the need to involve parents in equal opportunities work, although only Group II focused on parents and adults in the community as an important resource for use by schools (a point raised by Carole BENNETT in her talk). Recommendations from the groups, other than this, tended to emphasise the need to convince parents of the need for change, pointing to particular difficulties arising in the case of some ethnic minorities. All the groups, in my view, underestimated the importance of the contribution that parents can make to schooling experiences, particularly at the primary level.

Session 4: The curricula

The level of detail described in the reports is the most striking difference for this session. Group I again opted for more general policy statements - a need for review of curriculum content, resources and access. Group II looked in more detail at the necessity for an equal opportunities policy for textbooks and school resources - but also mentioned equal access to the curricula, and the need for more girl/woman focused curricula. Group III went a step further and identified specific curricular areas - ethics, mathematics, language, science, history, the social sciences and the "hidden" curricula. Once more attention was devoted to textbook reform, equality of access to school subjects and the "feminisation" of school subjects, though additional points made included the development of non-sexist language in school, the avoidance of the domination by boys of practical apparatus in the primary school and the need for more appropriate form of sex education.

Session 5 : The pupils and the teachers

Reports from this session reiterated points raised earlier, sometimes by other groups, for instance on classroom and playground organisation, teaching style, and teacher/pupil contact. Though Group I identified as important the need for teachers to broaden their approach to vocational education even at this early stage, none mentioned the importance of sex-equality in staff appointments and responsibilities.

An original suggestion made by Group II emphasised the importance for teachers of monitoring and evaluating their own practice, eg by audio or visual recording or observation studies undertaken by colleagues.

Session 6: Framing a whole school policy

This session was designed to summarise and draw together the general policy points raised in the earlier sessions, so it was to be expected that many of the issues raised here have been referred to earlier in the report.

However, Group I made additional and important recommendations - that a policy on equal opportunities should be "straightforward, rational and simple" and should encourage teachers (and parents) to reflect on their own attitudes and opinions with regard to equal opportunities. An equal opportunities policy for assessment and performance evaluation was further suggested by Group II.

In summarising the work of all three groups, there was a great deal of similarity in the policy recommendations - in terms of emphasis on equality of access, equality in materials and resources, and revision of discriminatory school practices. This exercise in its focus on practical policy making did not generate discussion on the wider issues of political reform and feminism. A possible extension of the work undertaken in this seminar was suggested in the addendum to the report of Working Group III - that the Council of Europe should devote extra time (perhaps a year) to promoting "sex equity" in education. This is a worthy concluding aim, even if possibilities of this seem somewhat remote at present.

The issues raised at the seminar, both in the plenaries and in the small group sessions, pointed to a number of important areas of influence in the development of equal opportunities policies in education.

1. The importance of political commitment and will on the part of state governments and local authorities. In particular their willingness to provide funding for:

i. development of guidelines on equal opportunities;
ii. provision of materials and resources;
iii. establishment of research and development projects;
iv. provision of pre- and in-service training.

The speakers from Iceland, Sweden, Ontario and Portugal all provided ample evidence of the importance of some form of central support.

2. The importance of the development of school-based work undertaken by teachers in the creation of equal educational policies. This was evident in issues discussed in the small group sessions, where the following points emerged:

i. the possibility of making some progress at school level without central support;
ii. the agreement found within and between the groups at the seminar indicates possible consensus among teachers on sex equality issues;
iii. the need for awareness and commitment on the part of teachers;
iv. the importance of developing whole school policies on equal opportunities.

3. The importance of understanding why inequalities (whether of sex or class or race) exist in schooling and in society, as a necessary pre-condition in deciding what to do about them. The knowledge of political, economic and feminist perspectives on social inequalities is crucial in this respect.

7. SUMMARY AND FOLLOW-UP ACTIVITIES

In the main, the responses of the participants to the seminar were very positive. Most seemed to enjoy the plenary sessions, especially those focusing on materials and classroom practice, though a number were concerned about the lack of time for discussion after the speakers had finished. The group work provided much source of satisfaction, particularly because it enabled in-depth discussion of equality issues and encouraged exchanges of ideas between teachers of different nationalities. Some commented on the relaxed and informal atmosphere, though one participant would have liked more time for informal discussion and study. There was also a suggestion that an evaluation of the week's work would have been worthwhile.

At the final plenary session a number of suggestions were made for extensions to the work of the seminar. These included:

i. the establishment of a network of teachers and educators interested in the development of equal opportunities in their countries and in Europe, perhaps kept in touch through a regular newsletter. A necessary element was someone willing (and with sufficient time) to maintain the network;

ii. the production of a book, as well as the official report, to disseminate the work of the seminar and to generate interest in equal opportunities issues generally;

iii. the application of pressure by seminar participants on their national governments, to push for a Council of Europe project on equal opportunities. The project could extend the small group work of the seminar by exploring attempts at implementation of equal opportunities policies in actual primary schools in different European countries;

iv. using the contacts made at the seminar to organise more international meetings and exchanges of ideas on equal opportunities;

v. publicising the work of the seminar, and of the Council of Europe, in local newspapers, educational journals and at conferences;

vi. using strategies and ideas discussed at the seminar to initiate work on equal opportunities in the schools of seminar participants.

8. FUTURE WORK ON EQUAL OPPORTUNITIES IN THE PRIMARY SCHOOL

At this juncture in the report, it is difficult to make specific recommendations for teachers for the implementation of equal opportunities in their schools, as policies are dependent on the interest and commitment of the staff and parents, the support of central and local government, whether the school is urban or rural, whether it is located in a middle class or a working class area, whether it is single sex or mixed, small or large and so on.

The plenary presentations showed very clearly how policy has developed differently in different countries, according to their social, cultural, political and economic conditions. Countries such as Portugal and Spain where new government initiatives have led to programmes of awareness raising, and the dissemination of ideas about sex equality in education have seen little change, as yet, at classroom level. The United Kingdom is rather more advanced in terms of the development of strategies to promote equality and in analysis of egalitarianism and feminism, yet lacks any strong support from central government. The Nordic countries have developed sophisticated analyses, produced some exciting materials and appear to be making steady progress.

Most advanced of the countries represented at the seminar appears to be the province of Ontario in Canada which has experienced considerable support and political will from central government, access to sufficient funds to produce materials for most schools in the province, and enough "grassroots" teacher support to make genuine changes in attitude and practice at classroom level possible.

Clearly, the strategies for teachers in each of the countries mentioned will be different, based on the educational conditions already mentioned. Furthermore, the guidelines provided on equal opportunities by, for instance, the Ontario Government of the United Kingdom Opportunities Commission, indicate the complex nature of equal opportunities work. It demands fundamental changes at attitudinal, economic and social levels. There are, therefore, no explicit directions or advice which can be given, which have not already been mentioned in the earlier parts of this report.

The accounts of the working groups, especially that of Working Group II, provide a starting point for any equal opportunities work at classroom level. The reports (of policy developments in the United Kingdom) in the appendix, and the contents of the bibliography, also offer some possible points for departure for the classroom teacher. The plenary reports will provide some help with identifying and prioritising the changes needed. The energy and commitment of the teachers themselves, however, are the only sure guarantees that genuine educational equality can be achieved.

APPENDIX I / ANNEXE I / ANHANG I

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A P P E N D I X II / A N N E X E II

PRIMARY EDUCATION: REFERENCE AND RESOURCE LIST/ENSEIGNEMENT PRIMAIRE: LISTE DES REFERENCES ET RESSOURCES

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A P P E N D I X III

From: Commission of Status of Women: Portugal: Status of Women (1985)

EDUCATION

- The state recognises that everyone has the right to education and culture (Portuguese Constitution, Article 73).

The official education system has the following structure:

Pre-schooling

- Pre-schooling, optional and free (from three years old till entry into primary school). It was created by Law No. 5/77 of 1 February.

Basic schooling

- Compulsory and free (during six years, soon to be nine). It includes two levels of schooling.

Primary schooling

- From six to 10 years of age, lasting for four years, divided into two two-year periods. Given in primary schools. One teacher for all subjects.

Preparatory schooling

- From 10 to 12 years of age, lasting for two years. Given in preparatory schools or via television. One teacher for one or two subjects.

Pupils must attend compulsory schooling till the age of 14.

Secondary schooling

- Optional, lasting five years, divided into:

  . general unified course, lasting three years (free);

  . complementary courses, lasting for three years (symbolic fee);

  . night courses.

Higher education

- The general qualification for entry to higher education is the 12th year of schooling.

  Those over 25 years old, who have not taken the 12 years of schooling, can sit for an ad hoc evaluation exam.

- Entry to higher education is limited to a restricted number.

- Higher education is oriented mainly towards long duration courses (four to six years) and towards fundamental and applied research. It confers the university degrees of bachelor, licenciate, master and doctor.

- Polytechnical higher education has been established with the purpose of training students for technical professions at intermediate levels and includes teacher training through integrated courses (scientific, technical and practical) lasting two to three years.

Artistic education

- Official artistic education covers ordinary and higher levels.

Special education

- A set of educational activities and services for children and young people who need special attention.

- It includes activities for teachers and also services for the family, teachers and communities, covering those suffering from the following disabilities: physical, organic, sensory and intellectual.

Portuguese education abroad

- Present policy is aimed at protecting the educational rights of Portuguese citizens, and their descendants who have emigrated. This is done with a view to facilitating their integration into the educational systems of the countries in which they live, and to maintaining or developing their knowledge of the Portuguese language and culture.

School Social Action

- The "Instituto de Acçao Social Escolar" (IASE) (Institute for School Social Action) sets out to provide pupils with good working conditions, through the following action: school access (transport and lodging), support in the school (food and direct economic aid), special education, university social action and the coverage of school risks (school insurance).

School health

- The School Medical Services carry out preventive activities in the field of physical and mental health in schools.

- The University Medical Services attend to health needs of university students.

Youth Activities

- The "Fundo do Apoio aos Organismos Juvenis" (FAOJ) (Youth Organisations Support Fund), through its central services, its regional delegations, in all district capitals, and the 22 Youth Culture Houses, carries out an important role in youth leisure-activities.

It promotes and supports socio-cultural, artistic and open-air activities, not only financially, but also through the provision of technical and human means and the training of educators.

Adult Education

- There are official education networks which implement literacy campaigns and basic education.

- The National Plan for Adult Literacy and Basic Education is under way. In the beginning of the 1982/1983 school year, about 1,547 literacy and basic education groups were functioning, and about 17,592 people were enrolled, of whom 43.5% were men and 56.5% were women.

- Local authorities play an important part in developing adult education activities.

Some interesting data

- The educational level of the Portuguese population, aged 10 and over, was in 1981, for both sexes as follows (percentages):

	Men	Women	Total
Cannot read or write	13.7	23.0	18.6
Know how to read and write but hold no official diploma	1.0	1.3	1.2
Have completed preparatory schooling	64.2	58.3	61.1
Have completed secondary schooling	17.8	14.1	15.8
Have completed medium-level courses	0.7	2.4	1.5
Have completed higher education	2.6	1.0	1.9
	100.0	100.0	100.0

- In 1981/82, 51.4% of students enrolled in secondary schooling (public and private) were women.

- In 1980/81, 45% of students enrolled in higher education were women.

- In 1979/80 in the arts and social sciences as well as in the exact and natural sciences the percentage of women was about 70%; in law 33%; in agricultural sciences 36% and in the technical sciences only 15%.

- In 1981/82, the percentage of women teachers in the various educational levels was as follows:

Kindergarten	- 97.9%
Primary	- 91.7%
Preparatory	- 66.6% (only continental Portugal)
Secondary	- 56.6%
Higher	- 27.1% (1980/81)

- State schools are co-educational and non-denominational.
- There are official criteria for the recognition of the equivalence of study courses carried out abroad at all levels.
- The state recognises and supports private and co-operative education, at all levels.
- In Portugal, in 1981/82 there were 1,680 public preparatory schools, and 946 public secondary schools; there were 11 universities, 2 university institutes and 26 higher education autonomous schools.

Sources: Permanent Employment Survey;
National Institute of Statistics;
Educational Statistics; Adult
Education Department.

A P P E N D I X IV

From: Federation of Women Teachers' Associations of Ontario: Challenging the Double Standard (1978)

CLASSROOM PRACTICES

> Sex-role stereotypes, or the beliefs we hold about the "right" way for girls to act or the "right" way for boys to act, are part of our basic value system. Changing stereotypes is difficult. We should not only examine the obvious things we do every day, but also become aware of the meaning of the messages we give to others, especially girls and boys. We should become aware of the actual meaning of these messages and decode the messages about the proper roles of girls and the proper roles of boys.
>
> (from Colloquy, November 1973)

Do's and Don'ts (PJI) (1)

1. Don't reprimand students according to their sex.
   Do decide what constitutes good behaviour in general, and encourage all children to act in that manner.

2. Don't divide the class on the basis of sex.
   Do use means such as alphabetical order, colour of eyes, etc, when it is necessary to divide the class.

3. Don't allocate jobs in the classroom and around the school on the basis of sex.
   Do initially review traditional job allocations, eg let girls help custodian, set up science corner. Let boys wipe tables, look after younger children.

4. Don't foster the development of different skills on a sex basis.
   Do encourage all students to: use manipulative materials like screwdrivers and hammers ... use sewing machines ... make personal clothing items ... cook basic daily foods.

5. Don't always use male examples or female examples.
   Do be open with your students about trying to combat sex-role expectations.

6. Do be Conscious of Yourself as a Role Model!

---

(1) P - Primary J - Junior I - Intermediate

OTHER PRACTICAL HINTS

A. Keep a diary:

1. Record how many times you interact with boys. Do they get a larger portion of your time?

2. Record your interactions with girls. Do you reinforce "the passive, quiet, little girl"?

B. 1. When and where do you go for help?

a. Immediately upon encountering a problem?

b. After you have tried yourself, several times, to fix it?

c. If it's a mechanical problem, do you go to the janitor or any other male?

2. Do you convey an attitude of enthusiastic participation by wearing appropriate clothing, ie boots and slacks when on outdoor education?

C. Use a tape recorder for a day or half-day to record yourself in action. Play it back in privacy to monitor yourself for items in (A) above and also for positive and negative reactions and responses to girls and boys.

LANGUAGE ARTS

1. Girls write a paragraph on: "I would like/not like to be a man because ... " and the boys write a paragraph on: "I would like/not like to be a woman because ... ". Divide into small mixed groups and discuss responses. Collate the class reasons.

2. Rewrite a fairy tale such as Cinderella or Sleeping Beauty substituting a male for the main character.

3. Write paragraphs on: Would you mind if your doctor was a woman? Do you think it is all right for a man to be a dancer or a hairdresser? Is it a good idea for a man to be a kindergarten teacher? Do you think a woman would be a good Prime Minister? Discuss the results.

4. Make lists on the board of male and female words elicited from the class (males give female words and vice versa). Have the females assess the words given to them and do the same with the males. Have them suggest words they would add to the list. In a large group discuss the rationale behind the words and the effects of stereotyping on each group (ask the children how they feel when certain words are used about them).

5. Write a story or play about traditional role reversals - housework, rearing children, use of cosmetics, dating, family roles.

6. Have the students develop a collection of book reports of the library books which avoid stereotyping.

7. Choose two teams of students (three to five in each) to check out the fiction shelves for 15 to 20 books that appear to have been written primarily for girl readers or boy readers. Have them note the titles and check the book jackets for information about the content. Have them decide whether the title is: Adventure, Mystery/Detective, Getting Along with Friends or Family, Fantasy/Science Fiction, or Animal. (A series such as Nancy Drew or Hardy Boys counts as one choice.)

   Discuss findings:
   Was it easy finding titles featuring girls?
   Are there more titles for boys than girls? Why?

8. Gender Game - display pictures of objects from home or school environment (eg hammer, pencil, doll, apron, nail, soap, book, football) and instruct the students to assign a gender for each article: male, female, neither, both. After the writing is completed, discuss the results and discrepancies. Question how the objects came to be assigned specific genders, and the appropriateness of such labelling.

WHO IS THIS PERSON?

1. Write your answer to the question "Who is this person?" for each picture. (Do this before reading the rest of the instructions.)

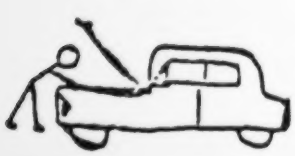
2. Look at your answers and circle any that identify the person as either a man or a woman.

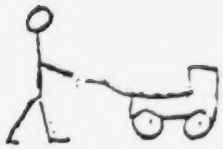
3. Take a separate sheet of paper. Put two headings on your paper: Man-Woman. Under each heading write the numbers of the pictures you labelled that way.

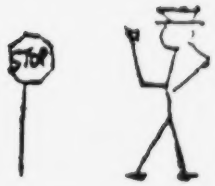
4. What kinds of things did you "see" the men as doing? What kinds of things did you "see" the women as doing?

5. Look at each picture in your "Man" list. Ask yourself, "Have I ever seen a woman doing this? When? Where?" and, "Could a woman do something like this?"

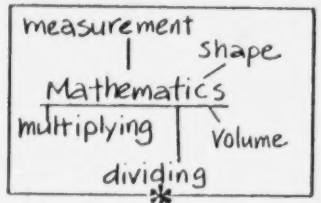
6. Look at each picture in your "Woman" list. Ask yourself, "Have I ever seen a man doing this? When? Where?", "Could a man do something like this?"

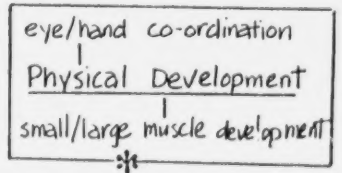


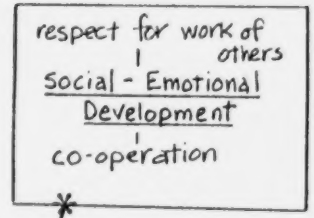


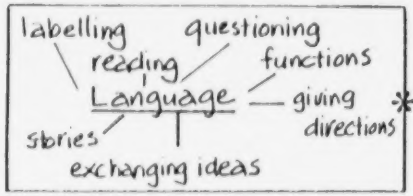

STOP

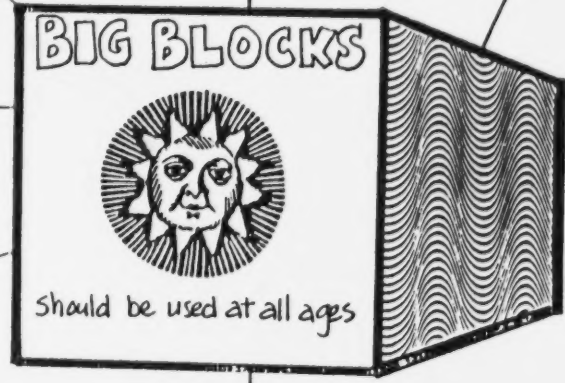
CONSTRUCTING

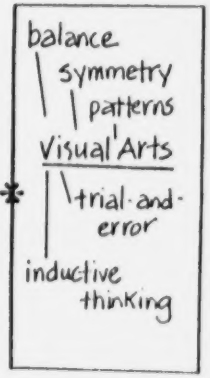


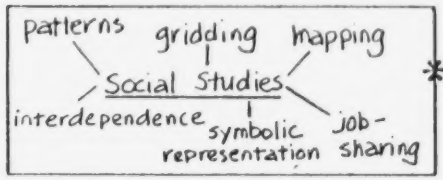


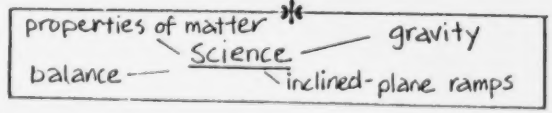












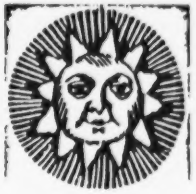
DEMONSTRATING

OVERHEADING

The potential of the overhead projector can be more fully explored if a few basic ideas are demonstrated to the whole class.

Show the students how to...

- use the projector itself;
- use rear-view projections;
- use overlays;
- create movement by pulling a sheet of plastic (with writing or pictures on it) across the machine;
- block out parts by using heavy paper;
- use slides, see-through geoboards, scissors, acetate cut-outs.



ALSO... demonstrate the use of the...
tape recorder
video recorder
slide projector
opaque projector
movie projector
filmstrip projector
in a similar fashion so that they can use different media in their daily activities...

Following the demonstrations some students may wish to become **TECHNICIANS** ... instant experts!!!

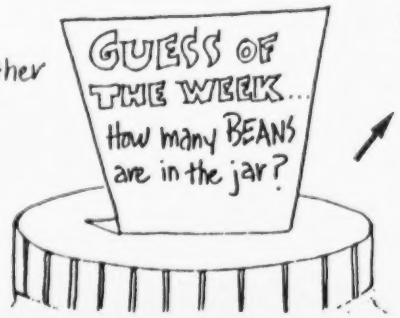
THEN Let the students explore and use the overhead by themselves or in small groups... It's an excellent tool to enable them to work in a situation in which they have to rely on one another.

INVESTIGATING

There is focus and purpose when **INVESTIGATING** ... It goes further than **RESEARCHING** ...

Guess it?
'Prove' it!

This is a fast simple way to get an investigation going.



CHANGE the contents of the jar at regular intervals... Use "weird" things...

- cotton balls
- stones
- coffee stirrers
- "toads' eyes" (tapioca in green water)
- marshmallows

EXPLORING

assign a research topic again! This approach can lead **STUDENTS** to come up with their own topics . . . things they are interested in . . . This approach has built-in **MOMENTUM**!

Hey! You may feel a bit uncomfortable when you first try this approach but - just sit back and observe what happens . . . You may never have to assign a research topic again!

INITIALLY explorations are . . .

- totally open-ended
- free-thinking
- free from imposed structure
- without definite expectations

WHAT can be explored?

- an idea
- materials
- an opinion
- a problem
- the environment

HOW can it be explored?

- by finding the choices and/or alternatives
- by looking at different perspectives or points of view
- by brainstorming
- by keeping it open . . . gathering lots of ideas

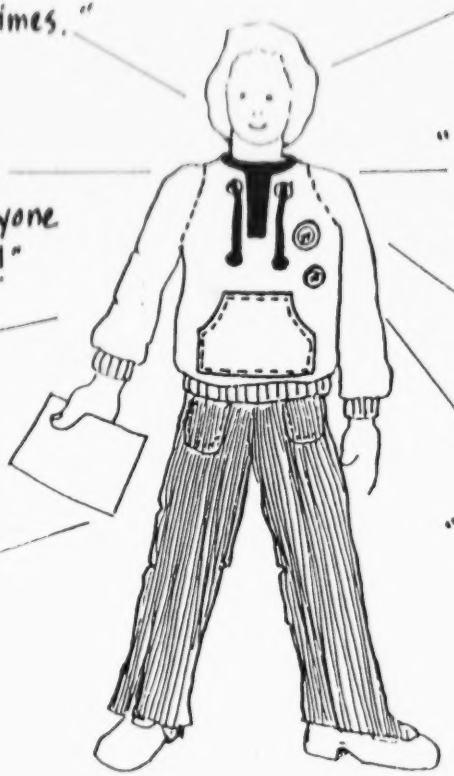
ONCE an exploration begins to take shape or focus, it has a purpose and becomes an **INVESTIGATION** . . . **HOWEVER**, the reverse is also true. If the exploration in itself was satisfying, no further investigation is necessary!!

"Art is easy... and I really learn a lot, but math I find hard at times."

"Mrs. Shanno is such a nice teacher. I wonder if she likes me?"

"I was the hit of the class with my new braces ... everyone wanted to know about them!"

"I hope I can stay in at recess. Nobody wants to play with me."



"It's tough being a new kid at school... I hope they like me!"

"I hated my haircut because I thought everyone would make fun of me!"

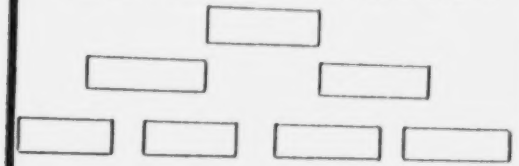
"How can I avoid John after school?"

"I'm so short! Will I ever grow up?"

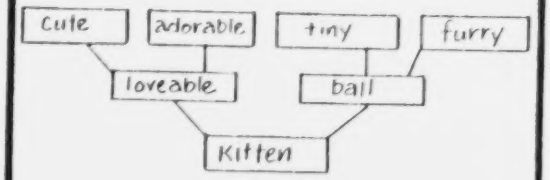
CHARTING

Besides flowcharting... another type of charting uses boxes ... These can actually be done on boxes using words and pictures.

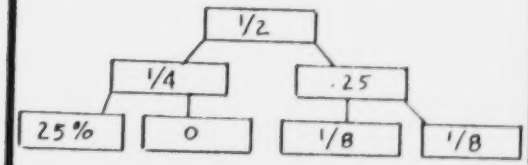
- Start with empty boxes, and have students complete as illustrated below.



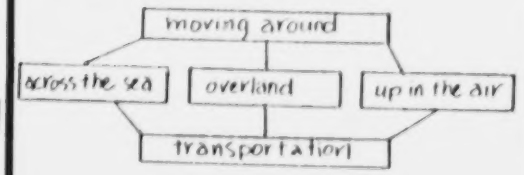
- Use it for convergent thinking...



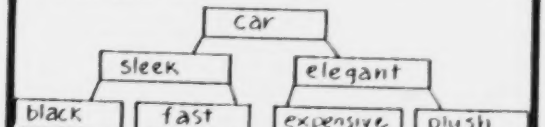
- Use this method for mathematics...



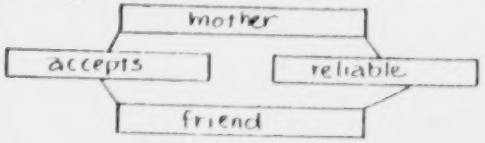
- Use it as a "think sheet" for stories, projects, scripts...

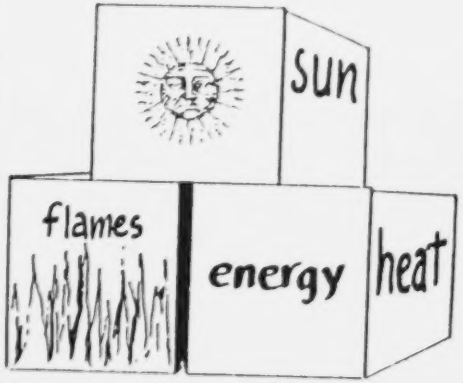


- Use it for divergent thinking... (eg, developing spelling lists, etc.)

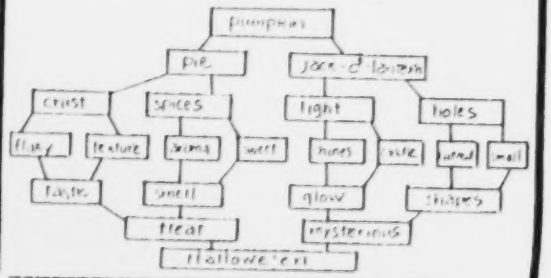


- Use the first and last words as a basis for comparing and contrasting...





- Go as far as you can. This can be the basis for a research topic, a planning sheet...



APPENDIX VI

From: Inner London Education Authority: Primary Matters (1986)

Examples of school policies on sex equality

SHAFTESBURY PARK INFANTS SCHOOL

January 1980

Equal opportunities in education

1 *The Sex Discrimination Act of 1975*[1] obliges us as teachers to follow the spirit of the Act in our schools.

2 *The Equal Opportunities Commission* has statutory duties to:

(a) 'work towards eliminating discrimination'

(Many contraventions of the act are matters of simple discrimination, often to do with vocational training, and don't apply in an infants school like ours).

(b) 'promote equality of opportunity between men and women generally.

The Education and Training Section of the E.O.C. maintain that there are still influences which tend to prevent equality of opportunity and promote stereotyped roles. It is in this subtle area that we need to operate.

3 *The Education and Training Sections* are working to extend teachers' understanding of sex stereotyping, sex role socialisation, and sex discrimination. What follows are some areas for us to consider, mostly based on their suggestions:

4 *Roles*

Young children are very suggestible. They copy the adults they have contact with, and absorb attitudes without our necessarily noticing.

(a) Is there an imaginative play area in the classroom where children can create an environment and develop roles? We usually do offer this. Children are bound to reflect roles that they see in their homes. We can extend their imagination by providing props e.g. dressing up clothes to facilitate girls being astronauts, boys being nurses, and male and female child dolls so that both sexes can be seen to be caring and cared for.

(b) Do our display material and books encourage stereotypes?

(c) Are we re-enforcing expectations about roles at home which are unnecessary and out of date?

Do our books etc. always show women cooking and cleaning, and men going to work?

In Shaftesbury Park, as elsewhere, the childrens' home experience is broader than this (e.g. one parent families). Does our material reflect real life? Or are there other reasons for including it? We can't and don't wish to reject all literature showing traditional sex roles. Young children learn to read most easily on material that does reflect home experience. But it should be our concern to choose the best of that kind of literature, where roles are not rigid and other values are shown.

At the same time, we do not wish to teach our children that homemaking is a lesser occupation than others, which would be to rob the homemaker of the dignity of her his work.

5 *Different activities for the sexes?*

Of course we don't prevent anyone from doing what they express a wish to do, but could we do more to get children to try new things?

(a) Exam results show that girls under-achieve in maths and science, compared with boys. This may be due to girls' lack of experience with mechanical toys, i.e. a lack of early spatial awareness activities.

Do we encourage girls to use Lego, bricks, train sets, etc. They are available in the classrooms but do both sexes make equal use of them?

Teachers who think that the children are not choosing to use the full range of activities provided can arrange the structured parts of the day so that, for example, girls are given Lego to use, or boys are asked to dress the doll up in a specific outfit. This is to be in addition to the free choice time of the day, not instead of it.

(b) The reverse of (a) is the question of whether boys draw, write, and converse as much as girls, and the same action could apply.

(c) Are training and practice in the use of essential tools available to boys and girls? On the whole we think they are, except in the area of playground activities. Do girls kick balls, do boys skip? Girls aren't 'banned' from playtime football, but we should offer the opportunity. They have aggression to release just as boys do.

6 *The Non-Discriminatory Environment*

(a) Obviously school's influence will be limited. But we can try to provide opportunity for the children to discover and develop skills and interests, rather than just accept those traditionally associated with one sex.

(b) We have time and space in our curriculum to investigate issues e.g. why is it acceptable for girls to cry, but boys think each other babies if they do? A skilled infants teacher can make her own decisions about when to enlarge a discussion, for example, when a boy in the home corner says, 'I don't wash up.'

(c) Are we providing what the E.O.C. call a non-discriminating environment? There is no need for boys and girls to line up separately. Moving about the building is not a time when we need to emphasise a difference between the sexes. Two lines can be achieved by each taking a partner. Classes can be divided by colour of clothes, date of birthday, initial of name, etc.

(d) Registers and lists can be alphabetical and certainly don't need to be according to sex.

(e) Do boys do all heavy jobs and girls the delicate ones? Do we treat them the same? Is there any difference in strength-delicacy at this age? We need to choose people suitable to tasks, but strong girls are as effective as strong boys at this age.

(f) We also need to remember the example we set by our own behaviour. We are all female teachers in this environment. The only male is the schoolkeeper, who tends to all the fixing and lifting. We need to show co-operation, consideration and self sufficiency when appropriate.

[1] SEX DISCRIMINATION ACT, 1975. HMSO, 1975. ISBN 0 10 546575 5. £2.25

HORNIMAN PRIMARY SCHOOL

EQUAL OPPORTUNITIES (GENDER) POLICY — 1984

General Statement

This school community is opposed to discrimination on the grounds of sex. We believe that such discrimination is contrary to justice and equality, and undermines respect and co-operation amongst individuals within our community.

We have developed this policy on the basis of in-school discussion in order

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[1] SEX DISCRIMINATION ACT. 1975. HMSO. 1975. ISBN 0 10 546575 5 £5.25

HORNIMAN PRIMARY SCHOOL

EQUAL OPPORTUNITIES (GENDER) POLICY — 1984

General Statement

This school community is opposed to discrimination on the grounds of sex. We believe that such discrimination is contrary to justice and equality, and undermines respect and co-operation amongst individuals within our community.
We have developed this policy on the basis of in-school observation in order

(a) to promote equality of treatment for all our pupils and staff.

(b) to ensure that girls and boys receive a fair share of educational resources.

(c) to implement positive action for girls where necessary, and

(d) to challenge sex-stereotyping of girls and women, and boys and men.

1 What is Sexism and What Can Be Done About It?

1.1 *Definition of the problem*

Sexism is the act of regarding and/or treating women and girls as inferior on the grounds of their sex.

We are in agreement with the *I.L.E.A. Inspectorate* Report[1] and the I.L.E.A. findings on *Race, Sex and Class*[2] that girls and women are discriminated against in society and that education is not an exception to this. We recognise that both girls and boys are limited by sexist and stereotypical aspects of school life. However, we believe that for girls the processes and effects are different and more serious. At present even the youngest children are usually conditioned to believe that women are less important and less able than men. This has subtle and pervasive consequences for girls and women. These range from individual suffering, such as being subject to sexist abuse and having a low self-regard, to institutionalised discrimination, such as restricted employment opportunities for girls and women.

We recognise too that boys are affected by sex-stereotyping because it restricts the behaviour they learn. It is generally the case that boys are seldom given the opportunity to develop — or even actively discouraged from showing — many abilities we should like to foster in all children. These include: self-sufficiency in domestic needs, e.g. dressmaking, cooking, hygiene; emotional independence; being expressive about their feelings and needs without being demanding; consideration, sensitivity, co-operating with others. Furthermore, boys may be ridiculed for appearing effeminate (e.g. being called a 'cissy'). However, it is because they are being associated with 'feminine' attributes and behaviour, and therefore regarded as inferior, that such insults are degrading. In contrast, the masculine stereotype is almost always regarded as superior, desirable or normal (so calling a girl a 'tomboy' does not have the same connotations of inferiority).

During observation throughout the school it has been evident that sexism and sex-stereotyping pervade the way pupils interact with each other and with teachers and is pervasive also in books and other teaching materials, in the allocation of resources, in the curriculum, in games and play facilities and in many other aspects of school life.

1.2 *What can be done about sexism in the school community?*

We are concerned to broaden sex roles and encourage girls and boys to value and respect themselves, each other and their contribution to school life. We recognise that this is not only a matter of how children see themselves, but also concerns the way that children and adults treat each other. Generally, we would encourage girls to take more initiative, to be more active, adventurous and independent; and boys to be more sensitive, caring, co-operative compassionate and domestically skilled.

2 Dealing with Sexism in the School

2.1 *Organisation*

Children should never be deliberately segregated by sex for organisational purposes (e.g. registers, movement about the school, eating and working arrangements, games, etc.).

We do not wish to dictate friendship patterns, but we have sought to encourage girls and boys to play and work together, and we will continue to do this.

However, sometimes it will be necessary to have single-sex groups, e.g. to encourage girls to have a more positive attitude towards subjects such as science and technology; and to encourage boys to value and learn caring and self-help roles.

Children copy the adults they have contact with. Therefore staff members should share tasks without regard for sex, yet showing respect, consideration and care for one another.

This should be borne in mind when allocating tasks to children within school, e.g. errands, librarian duties, book shop duties, infant playground duties.

2.2 *Attitudes and classroom dynamics*

The Inspectorate Report notes that 'Language is . . . a central force in shaping social attitudes and behaviour'. With this in mind we as a school staff group intend to undertake the following:

i to avoid sexist bias in discussion, writing, description, e.g. use of the word 'mankind', the assumption that all engineers are men, the exclusive use of the pronoun 'he'.

ii to challenge sexist language as used by children and adults, particularly sexist 'jokes' and name-calling.

iii to examine critically:

(a) our expectations of girls' and boys' work, behaviour, life chances and interests, e.g. 'big boys don't cry' and assuming that girls will be interested in 'domestic' subjects.

(b) the nature of reward and punishments, e.g. whether we praise boys more for showing independence and initiative and girls for co-operation and passivity; whether we use a different tone of voice when reprimanding boys or girls.

(c) our responses to assertive behaviour in girls and whether we regard it as unacceptable or inappropriate.

Our observations confirm that, on the whole, boys demand and get more teacher attention than girls. We wish to encourage in girls and boys reasonable assertiveness (as opposed to demanding behaviour) which takes account of other people's space within a group.

3 Teaching for Equality; Resources, Curriculum and Extra-Curricular Activities

3.1 *Resources*

Our observations indicate that girls are reticent about taking their fair share of school resources (teaching materials, equipment, time and space). This may be because boys demand more than their fair share, because staff discriminate (often unconsciously) in favour of boys, or for other reasons. Therefore we should take steps to reserve girls' fair share for them, and encourage them to take their equal share. Discussion with the children about what we are doing can help to create understanding and alleviate resentment which may be felt by the boys.

i Teaching materials (books, pictures, film-strips, video-tapes etc.) We intend to carry on building up a stock of teaching materials and story books which have positive images of girls and boys in non-stereotyped roles. We will continue to review our present resources critically with the intention of

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excluding blatantly sexist materials from general use. We may use some of this material for explicit teaching and discussions about sexism.

ii Equipment (games, large apparatus, computer, video tape machine, video disc machine, mathematics and science equipment, constructional equipment and toys). Each child should have equal access to this equipment. Not only does this mean availability to all, but the confidence and training to use it.

iii Time and space

In work and play activities, in the classroom and the playground it is necessary to be vigilant and ensure girls have their equal share of time and space, e.g. girls' use of the enclosed part of the playground.

3.2 *Curriculum and Extra-Curricular Activities*

In educating children, we hope to develop critical awareness of their social and physical environment. As part of this we can use the classroom (and the whole school) itself as a resource to teach about sexism, to dispel myths and develop new ways of learning and of treating each other. This can be developed through:

i Topic Work

(a) Topics should be considered which are particularly appropriate for the study of equal opportunities, e.g. Work, Family, Friends and Caring. Such work should include the children's own observations, tapings and discussions.

(b) Existing topic work should be broadened to include a consideration of women, e.g. 'the Olympics' could be broadened to include how women were originally excluded from the games, how women athletes are now surpassing records made by men in the recent past, and so on.

(c) We need to teach about women's work, experience and history, which has been devalued or even ignored by society. Such topics could include the Suffragettes, women at work in the Second World War, and women scientists.

(d) We should organise visits by adults in non-stereotyped jobs to talk to children about their work.

ii Opening up the curriculum

(a) We need to make all areas of the curriculum (especially science, mathematics, technology, woodwork, model-making, cooking and needlework) equally accessible and attractive to girls and boys.

We should do this by

— not assuming there are boys' and girls' subjects,

— positive intervention such as organising girls-only groups to play with Lego, solve constructional problems, do a scientific experiment, use the computer.

Having once realised the potential of an activity, and the extent of their own abilities, girls may be less likely to opt out in mixed groups.

Cooking and needlework for boys and girls have traditionally been well catered for in the school and this will continue.

(b) Physical and creative activities: Teachers should try to create situations in which girls and boys have confidence to develop their skills and abilities in physical activities (e.g. games and apparatus). Children should feel free to express their creative talents uninhibited by possible ridicule (e.g. dance and drama).

(c) All children should wear appropriate clothing to school so that they may participate fully and safely in all activities, whether physical, outdoors or messy.

(d) Sex and Health Education: Teachers should encourage children to recognise and accept that men (fathers, other adult men and male siblings) can be involved in the care of babies and young children whether at home or in nurseries, creches etc.

iii Extra-curricular activities: Every effort should be made to provide a balance of extra-curricular activities so that they are of interest to all children. Activities (e.g. choir, football, netball, softball, swimming, dancing) should be open to boys and girls alike — as are curricular activities — and they should be made to feel welcome by all participants.

iv Parental involvement: Parents, too, provide models for children. We would like to involve more fathers in addition to the mothers coming into school to take groups of young children for various activities (e.g. mothers doing woodwork and fathers doing cooking).

4 In-Service Training

Our policy must be ongoing. We are partly concerned with consciousness-raising among the adults and children of our school, as well as with promoting equality.

Discussions with the community of the school, visits to other schools, the chance to evaluate new materials, and attendance of in-service courses on equal opportunities are essential to the implementation of this policy.

5 Monitoring and Evaluating the Policy

More discussion is needed at various levels in the school from the classroom to the Governing Body, including the staff, parents, children and teachers, on the issues raised in this policy.

We have singled out the following issues for discussion as a priority:

Sexist assumptions in language
Sex equality among the staff of the school
Possible contradictions between this policy and the school's Anti-Racist Policy (e.g. religious and cultural practices which may appear sexist)
Sexual harassment and abuse among staff and children

We need to spend more time observing what goes on in the following ares:

The playground during playtimes
The dining area
Self-chosen activities

The various aspects of school life mentioned previously under Organisation, Attitudes and Classroom Dynamics, Resources, and the Curriculum and Extra-Curricular Activities should also be monitored.

We should keep a record of various incidents, trends and developments observed formally and informally especially as they relate to the effectiveness of positive intervention. We should be able to substantiate our findings with facts and figures.

The results of further observations should be evaluated and discussed by all staff and, where appropriate, children, with a view to developing strategies for positive intervention. These strategies should aim to challenge sexism and promote equality as outlined in the General Statement.

This policy will be regularly reviewed with regard to its effective implementation. If necessary, it should be modified

after discussion between the headteacher and representatives from the governors, school staff and Parent Teacher Association.

(1) EQUAL OPPORTUNITIES FOR GIRLS AND BOYS: a report by the ILEA inspectorate. ILEA 1982.

(2) RACE, SEX AND CLASS, 6: a policy for equality: sex. ILEA Equal Opportunities Unit. 1985.